# *2004-2005 No Child Left Behind - Blue Ribbon Schools Program*

## *U.S. Department of Education*

## Cover Sheet

Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal: Miss H. Carroll Bennett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Saint Vincent Martyr School
(As it should appear in the official records)

School Mailing Address: 26 Green Village Road
(If address is P.O. Box, also include street address)

Madison NJ 07940 - 2548
City State Zip Code+4 (9 digits total)

County Morris School Code Number* N/A

Telephone ( 973 ) 377-1104 Fax ( 973 ) 377 - 2632

Website/URL www. svmsnj.org E-mail hcbennet@hotmail.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Frank A. Petruccelli, Ed.S.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Paterson Tel. ( 973 ) 777 - 8818 Ext. 251

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of Pastor Monsignor Christopher C. Di Lella
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Pastor's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

# PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   N/A Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District Per Pupil Expenditure: _____N/A_____

   Average State Per Pupil Expenditure: _____N/A____

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ X ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 21 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| **PreK** | 42 | 43 | 85 | | **7** | | | |
| **K** | 25 | 35 | 60 | | **8** | | | |
| **1** | 15 | 31 | 46 | | **9** | | | |
| **2** | 28 | 23 | 51 | | **10** | | | |
| **3** | 18 | 33 | 51 | | **11** | | | |
| **4** | 20 | 14 | 34 | | **12** | | | |
| **5** | 23 | 15 | 38 | | **Other** | | | |
| **6** | 23 | 19 | 42 | | | | | |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | | | | | 407 |

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:

98 % White
0 % Black or African American
< 1 % Hispanic or Latino
2 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: ___2____%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1 until the end of the year. | 0 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 8 |
| **(3)** | Subtotal of all transferred students [sum of rows (1) and (2)] | 8 |
| **(4)** | Total number of students in the school as of October 1 (same as in #5 above) | 407 |
| **(5)** | Subtotal in row (3) divided by total in row (4) | 0.0197 |
| **(6)** | Amount in row (5) multiplied by 100 | 2 % |

8. Limited English Proficient students in the school: ____0___%
____0___Total Number Limited English Proficient
Number of languages represented: _N/A_____
Specify languages:

9. Students eligible for free/reduced-priced meals: __0_____%

Total number students who qualify: ___N/A_____

10. Students receiving special education services: 7 %
    28 Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|---|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 1 Other Health Impaired |
| 0 Deaf-Blindness | 15 Specific Learning Disability |
| 2 Hearing Impairment | 10 Speech or Language Impairment |
| 0 Mental Retardation | 0 Traumatic Brain Injury |
| 0 Multiple Disabilities | 0 Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | **Number of Staff** | |
|---|---|---|
| | **Full-time** | **Part-Time** |
| Administrator(s) | 1 | |
| Classroom teachers | 23 | 2 |
| Special resource teachers/specialists | 1 | |
| Paraprofessionals | 2 | 11 |
| Support staff | 2 | 4 |
| Total number | 29 | 17 |

12. Average school student-"classroom teacher" ratio: 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|---|---|---|---|---|---|
| Daily student attendance | 95 % | 95 % | 95 % | 95 % | 95 % |
| Daily teacher attendance | 98 % | 98 % | 98 % | 98 % | 98 % |
| Teacher turnover rate | 4 % | 24 % | 12 % | 17 % | 18 % |
| Student dropout rate (middle/high) | NA | NA | NA | NA | NA |
| Student drop-off rate (high school) | NA | NA | NA | NA | NA |

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004. N/A

# PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

"We are the children of God and our mission at Saint Vincent Martyr School is to develop our minds, bodies, and hearts with Jesus always at our side." This is the mission statement of Saint Vincent Martyr School (SVMS) that is displayed in each classroom and is recited daily by a student over the public address system. Most importantly, this mission statement is truly lived in the day- to- day activities of our students, faculty, and administrators.

Saint Vincent Martyr School is a Catholic parish elementary school dedicated to developing a strong academic and spiritual foundation for all students. The school consists of a full-day kindergarten, 3 classes of approximately 20 students each, and grades 1 through 6 which each contain 2 classes ranging from 16 to 26 students. SVMS also has a sought-after preschool (3 year old and 4 year old programs).

The core curriculum seeks to challenge all students academically to achieve personal success. The talents of individual students along with their varying stages and styles of cognitive development and creative expression are considered. Appropriate teaching methods, instructional materials, incorporation of technology and other resources are constantly assessed to achieve our goals. Various modes of assessment, both traditional and innovative, chart a child's progress.

By striving personally to incorporate this philosophy, each teacher becomes a role model for the students entrusted to the school. Daily attempts are made to provide the students with an environment conducive to learning as well as one that fosters good citizenship and heightens self-esteem. SVMS is committed to developing intelligent, capable young people, who can find success in higher education, can think critically and analytically, can act with integrity, honesty and compassion and can become responsible citizens. It expects its students to respect themselves, each other, the teachers and the school.

Starting in Grade 4, classes are departmentalized, with students changing teachers and classrooms for each subject. This method allows teachers to specialize in a particular area and enables the students to develop organizational and personal skills. They learn to organize books and supplies for each class and are exposed to a variety of teachers and teaching styles.

SVMS offers a wide-range selection of subjects to enhance the students' academic foundation. In a once weekly library class, students from kindergarten upwards learn library and research skills. Computer, (from keyboarding to spreadsheets and internet searches) is taught once weekly to all students from 4 year olds upwards. Spanish is taught twice weekly to give students from kindergarten upwards an opportunity to learn the Spanish language and culture. Art and music are each taught once weekly. All students from kindergarten upwards participate in evening Christmas and Spring concerts which are performed for parents and grandparents. Students also contribute to the annual Spring Art Show. Students have two 45 minute gym classes each week.

The formal curriculum is expanded through student activities that include class trips, retreats, Catholic

Schools' Week activities, assemblies and cultural arts programs, Field Days, Jump for Heart, Presidential Physical Fitness program, and many others. Community activities such as DARE and Junior Achievement are brought into the classroom.

SVMS has a full-time enrichment teacher who, along with classroom teachers, identifies students who may need extra help in a subject, or gifted students who require more academic challenge. If appropriate, these students are taken out of their regular class and placed in a smaller enrichment class. SVMS also has a full-time nurse and part-time guidance counselor.

The daily life at SVMS does not stop at the end of the school day. Students are enthusiastic about participating in a number of sports and clubs such as basketball, forensics, newspaper club etc. Clubs and teams are moderated by teacher or parent volunteers. To facilitate a sense of responsibility and community, students from kindergarten upward are expected to fulfill a minimum requirement of community service hours.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

   We have used average normal curve equivalent (NCE) score results from the Reading and Mathematics Terra Nova tests to illustrate our students' achievement. Normal curve equivalent scores can range from 1 to 99. An NCE of 1, 50, or 99 is equal to a percentile score of 1, 50, or 99 respectively. However, unlike percentile scores, the interval between NCE scores is equal. For example, an NCE score of 60 is 15 points higher than an NCE score of 45. NCE scores of 1 to 34 are considered below average, 35 to 65 are considered average and NCE scores of 66 to 99 are considered above average (www.state.tn.us/education/tsachgtiparent.pdf).

   Our students score consistently above average in the reading and mathematics sections of the Terra Nova tests. For the last 5 years, in reading, mean normal curve equivalent scores have ranged from the high 60's to the high 70's. All grade levels have scored equally well. No trends indicating differences among grade levels have been identified. In addition, the scores within all grade levels have remained within a 10 point range over the past 5 years. For example, the sixth grade reading mean NCE scores have ranged from 66.6 to 76.2 over the last 5 years tested.

   Similar results have been noted in mathematics. Mean NCE scores have ranged from the high 60's to high 70's. One exception was a Grade 4 mean NCE of 64.5 in 1998. As was seen with reading, no significant trends indicating differences among grade levels have been identified. In addition, the scores within all grade levels have remained within approximately 10 points over the past 5 years. For example, the sixth grade math mean NCE scores have ranged from 68.9 to 79.5 over the last 5 years tested.

   The consistent scores observed are even more meaningful considering the small number of students in our school. Total number of students per grade range from 13 to 40. Given the relatively small sample size, one student who performs poorly would bring the average down; however, this has not been noted.

   These data showed us that, on average, our students performed at a superior level when compared to the overall population. However, we also wanted to evaluate our own students who scored the lowest

within our own school. For the last two years, data are available which enable us to group our particular students into percentiles ($75^{th}$, $50^{th}$, and $25^{th}$). When we looked at mean normal curve equivalent scores in these groups, we saw that mean reading and math scores of even the lowest scoring of our students, (our $25^{th}$ percentile), ranged from the high 50's to mid 60's. These scores indicate that our students in our own $25^{th}$ percentile are achieving a high average performance.

Terra Nova data are presented for grades 3 – 6. Kindergarten through grade 2 have been formally tested using the portfolio form of assessment.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

SVMS evaluates Terra Nova scores of entire grades and also looks at scores of individual students to understand and enhance school and student performance. When the Terra Nova test results are returned to the school, the principal studies them and compares them with the overall results of the previous year. She then looks at each individual student and charts his/her progress in each area. Results are then given to the individual classroom teachers who then aim to remediate the areas of non-mastery. At the end of the school year, each teacher charts for the class that he/she is promoting, the areas of strength and weakness of the class as a whole and individuals in particular. These charts are made up in duplicate. One copy is given to the receiving teacher, the other, to the principal for her file.

Graphs are created which illustrate the performance of our school with respect to other schools in the diocese as well as other suburban schools in the diocese. Graphs are created for each grade and for each subject area. Several years ago, we noted a trend of decreasing science scores. We closely evaluated our program and altered the focus to include more emphasis on the inquiry method and experimental methodology. We also made a decision to switch to a more rigorous textbook series in the upper grades.

Students in the upper grades who achieve high Math Terra Nova scores, have the opportunity to participate in an Advanced Math class if their classroom work also reflects high achievement.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

In order to fully justify a child's report card average in any given subject, our policy requires a teacher to obtain a minimum of three major test grades along with a sufficient number of quiz grades per child for each major subject in both the first and third marking periods. In the second and fourth marking periods, two major test grades are sufficient. All completed and graded tests and quizzes are sent home each week in a test folder. Parents are required to sign each test and the folder is returned to school the next day. This ensures that parents are aware, on an ongoing basis, of the progress of their child in every class. Formal progress reports are mailed home six weeks after the quarter/marking period has begun. For each subject, the child's progress is rated as either: satisfactory, deficiency notice, or potential failure warning. Parents are required to review, sign, and return the progress report to the homeroom teacher. Quiz and test results are reviewed in class with the students.

Results of an individual child's standardized testing are sent home to parents. In addition, graphs illustrating the results of the school as a whole are displayed in the lobby and the test results are explained to parents at a Back to School Night meeting or an End of the Year Home and School

Meeting. Children in grades 4 through 6 have to opportunity to be recognized as achieving distinguished honors or honors for each marking period. This Honor Roll is published in the school lobby and the town newspaper.

4. Describe in one-half page how the school has shared and will continue to share its successes

We believe that it is important to share our successes with other schools as well as to learn from other schools. Either the Superintendent of Schools for the Diocese or one of the Assistant Superintendents visit the school annually. The school freely shares with this visitor an awareness of all that takes place within the school including record-keeping, curriculum development, professional development of teachers, academic success of students, and other related information. Professional advice follows, based upon educational research and their familiarity with the workings of all the schools in the diocese. Our school's performance is thus passed on to other schools through this medium.

In addition, our school has participated in several diocesan sponsored Best Practices competitions. Through this competition, we are asked to describe our successful practices in several areas of school life including academics, clubs, and fundraising. We have participated and will continue to participate in this way. Our principal attends an Area Principals' Meeting eight times a year, where ideas are exchanged on a formal basis. Our teachers attend once yearly diocesan teacher's meetings. Our school has a part-time "public relations" consultant who writes articles regarding our school for the local newspapers. She routinely has one article per week published. In addition, our principal and public relations consultant attend the yearly NCEA convocation.

# PART V – CURRICULUM AND INSTRUCTION

**1.** Describe in one page the school's curriculum.

SVMS follows the Paterson Diocesan Curriculum Guidelines that are based on National Standards as well as the New Jersey Core Curriculum Content Standards.

The language arts curriculum is divided into four separate components. In the upper grades, students meet with different teachers for reading, spelling, grammar, and composition four times each week. This allows the students to learn each component thoroughly and as a separate entity.

The focus in reading is on specific skills (sequencing, cause/effect relationship, generalizations, author's viewpoint, etc.), vocabulary, comprehension, spelling, listening, and phonics. The children are challenged to answer questions as the stories are read, and to put themselves in the character's shoes.

In grammar, students learn the eight parts of speech. Proper usage of each part in a sentence is taught as well as diagramming sentences. Students are also provided with a solid foundation in proper usage of syntax and case.

In composition, students are provided a structure for writing effective sentences using all parts of speech. They are taught to write unified paragraphs that go with a topic sentence and to create an interesting title. Students write several persuasive essays, research reports, fictional stories, and poems. Class presentations are made using Power Point and props. Listening and interview skills are

developed and students keep a daily journal.

In mathematics, our focus is on strong computational and basic skills as well as "real world" math applications. Students in the lower grades develop strong computational skills, (addition, subtraction, multiplication, and division). In addition, graphing skills, arrays, concepts of time and money are presented. The use of calculators is introduced. In the upper grades, students learn geometry and pre-algebra, including proofs of equations. Students complete exercises such as balancing a check book and designing rooms and rugs using geometric shapes.

The science curriculum emphasizes the process of science as a way of learning and further emphasizes that scientific knowledge is always subject to change based on additional knowledge. The program ensures student success by giving all students equal access to science content and hands on activities. Life science, physical science, earth science, and the human body are the unit areas of studies in each grade level. Throughout the study of science, the students attain a greater respect for life and the environment.

In our religion program, developmental and thematic approaches to learning are used. Students learn to know Jesus and to grow in faith. The mission and structure of the Church and Christian morality as a way of life are explored. Older students receive an in depth presentation of the creed and the sacraments as well as the Bible and understanding the word of God. This gives our students a solid background in Catholic teaching to prepare them to take their place in the life of the parish, the larger Church and the world. Religion is highlighted throughout the entire day and across the curriculum.

The Social Studies curriculum includes a study of the state of New Jersey in Grade 4. In Grade 5, a study of the United States takes place. In sixth grade, a world study of ancient peoples and the development of countries takes place. In all areas of study, the history, geography, economics, social and cultural influences are discussed in a variety of techniques. Included with our studies is a broad blending of technology including video and internet components as well as combining cross-curricular experiences.

The art and music programs are geared toward nurturing the student's creative expression, enabling students to acquire skills that will empower their expression. Students receive extensive studio experience in art and vocal experience in music. In addition, studies of art and music history allow the students to appreciate and realize the richness of the humanities.

Spanish is taught twice weekly from kindergarten through Grade 6. The alphabet, pronunciation, and conversational skills are stressed. Students also complete and present research projects to learn about the culture of Spanish speaking countries. All students have learned the Hail Mary in Spanish. Each Friday, in our prayer service, one student is selected to lead the prayer while the entire student body recites the Spanish Hail Mary.

2a. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

SVMS implemented a new Reading Series in September, 2002. We were looking for a curriculum that incorporated reading, writing, and listening skills in the primary grades, along with the use of chapter books/ novels, reference materials and modern technology on all grade levels. After reviewing several catalogs, contacting sales representatives, and surveying other elementary schools, we decided to purchase the Scott Foresman Reading 2002 series for kindergarten through Grade 6.

Terra Nova results have improved in reading comprehension. The use of modern technology has allowed for more creative and effective teaching tools. Reference materials are being used in grades 2 through 6, and the first grade teachers are obtaining samples of picture dictionaries for the 2004-2005 school year. Chapter books/novels are also being used on all grade levels. As more funds become available, we look to expand and update our collection.

2b. **(Secondary Schools)** N/A

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

We provide students with a solid foundation in math basics in lower grades and expand into geometry and pre algebra in upper grades. The math curriculum focuses on real world applications such as balancing a check book and designing rooms and rugs using geometric shapes. Students are taught using a hands on approach. The use of manipulatives (ie. A balance scale to represent 2 sides of an equation) is employed. Technology is introduced using Internet applications such as WebQuest to demonstrate graphing. Cross curricular instruction also takes place. For example, students explore the history of money and investigate banking and trading concepts.

Students in grade 4 and above are split into a regular and advanced math class. The Advanced Math class is designed to be an accelerated program for students who have a solid foundation and can quickly conceptualize mathematical formulas. Students are placed into this class by teacher recommendation, test scores, and report card grades. Students must maintain a B average in order to stay in the Advanced class, and conversely, a student who earns an A+ in the regular math class can move to the Advanced class.

**4.** Describe in one-half page the different instructional methods the school uses to improve student learning.

Our school recognizes the concept of differentiated learning and recognizes that individual students differ in their learning skills. Our faculty is trained to identify visual, audio, or tactile, learners and accommodate these various learning styles.

Our faculty also utilizes alternative assessments and bases a child's grade on a variety of measures including traditional tests and quizzes, group and individual projects, homework, in class work, and oral reports. Our faculty also recognizes that students tend to retain more of what they actually teach; therefore, whenever applicable, a student, or group of students will present a lesson or concept to the class.

We also recognize the benefit of cross-curricular teaching. Our faculty communicates well and works well together. For example, students could be given an assignment to research a Spanish speaking country. The Spanish, composition, social studies, computer, library, and art teacher would willingly participate.

We have a full-time enrichment teacher who identifies students who may need extra help in reading or math. Students who would benefit from extra help are taken to a separate classroom during their reading or math period for enrichment. This approach has been very successful. Some children are more comfortable in a smaller group. There they receive constant reinforcement and can work at their own pace. As a result, improvements in learning as well as self esteem are evident. There is less pressure in such an environment. Children who are afraid to ask/answer questions in the larger classroom thrive in this smaller, more focused environment. This program is used for students on an

ad hoc basis who are struggling with a concept in the regular classroom. They can participate in the enrichment program for a short period of time until they master the concept and then return to the regular classroom. This program is in addition to the procedure for classified students. Classified students are tutored by county teachers for short sessions once or twice weekly. These students may also participate in the enrichment program.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

   Our faculty has monthly scheduled meetings to review issues and opportunities. Our school also has a committee to evaluate teacher recruitment and retention. Our computer teacher has scheduled and ad hoc one-on-one and group meetings with the faculty to continually develop technology skills. Our diocese has a generous tuition reimbursement plan for teachers who are continuing their education. Outside speakers are brought in to present current ideas on applicable topics such as stress management and recognizing learning disabilities.

   The school has created a budget line to enable teachers to attend workshops of their choice throughout the year. Substitutes are brought in at such times to relieve the teachers of their regular classroom duties. Teachers who attend such workshops are expected, upon their return, to share their resultant learning with their colleagues. Frequently, throughout the year, guest speakers on various academic topics are invited to address the teachers at the monthly faculty meetings. Teachers are encouraged to visit other reputable schools to observe how other teachers in the same grade level present their material, organize their classrooms, challenge their students etc. The teacher section of the school library abounds with current professional magazines and journals. The school does all in its power to provide the teacher with whatever will help him/her to become a better teacher as well as whatever will better enable him/her to teach effectively.

   SVMS has a contract with an outside corporation to provide ongoing educational technology and professional development services for teachers and staff. A staff developer works on site and individually with the teachers during their preparation periods. The staff developer assesses the technology skills level of each participant.

   Additionally, we have obtained 4 SmartBoards to be used in the classrooms as educational aids.

# PART VI - PRIVATE SCHOOL ADDENDUM

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s):
   - National Catholic Education Association
   - Middle Atlantic States Association of Universities, Colleges, High Schools and Elementary Schools
   - Association of Supervision and Curriculum Development
   - National Science League
   - National Council for the Social Studies
   - International Reading Association
   - Association for Childhood Education International
   - National Council of Teachers of English

- Math League of America
- National Council of Teachers of Mathematics
- Association of Catholic Student Councils

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes __X___ No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

| Grade | Out of Parish | In Parish |
|---|---|---|
| Kindergarten | $ 5422.00 | $ 4017.00 |
| 1 – 6 | $ 5266.00 | $ 3901.00 |
| **PRESCHOOL** | | |
| | **Out of Parish** | **In Parish** |
| 3 year olds two half days | $ 2546.00 | $ 2195.00 |
| 3 year olds two half days | $ 3081.00 | $ 2656.00 |
| 4 year olds four half days | $ 3364.00 | $ 2900.00 |
| 4 year olds five half days | $ 3587.00 | $ 3092.00 |

Discounts are offered for multiple children in the same family

4. What is the educational cost per student? (School budget divided by enrollment) $ 4570.00

5. What is the average financial aid per student? $ 669.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 18%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 79 %( includes students receiving in parish discount).

# PART VII - ASSESSMENT RESULTS

Subject __READING_ Grade__6_ Test__TERRA NOVA_____

Edition/Publication Year_2nd_/1997_ Publisher___CTB McGRAW HILL_____

Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 69.5 | 72.0 | | 67.0 | 76.2 | 66.6 |
| | | | | | | |
| Number of students tested and data included | 33 | 24 | | 29 | 13 | 20 |
| Percent of total students tested & data included | 94 | 100 | | 88 | 87 | 91 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 78.2 | 77.0 | Data not available | | | |
| 50th local percentile | 68.0 | 70.5 | | | | |
| 25th local percentile | 59.8 | 65.3 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __MATH___ Grade__6_ Test__TERRA NOVA_____

Edition/Publication Year_2nd_/1997 Publisher___CTB McGRAW HILL_____

Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 69.4 | 75.9 | | 68.9 | 79.5 | 71.6 |
| | | | | | | |
| Number of students tested and data included | 33 | 24 | | 29 | 13 | 20 |
| Percent of total students tested & data included | 94 | 100 | | 88 | 87 | 91 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 79.3 | 85.5 | Data not available | | | |
| 50th local percentile | 68.7 | 74.5 | | | | |
| 25th local percentile | 59.3 | 65.5 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __READING_ Grade__5 Test_____TERRA NOVA_____
Edition/Publication Year_2nd /1997_ Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 74.8 | 73.3 | | 72.9 | 69.0 | 76.6 |
| | | | | | | |
| Number of students tested and data included | 40 | 36 | | 35 | 30 | 16 |
| Percent of total students tested & data included | 91 | 95 | | 95 | 83 | 94 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 86.0 | 79.0 | Data not available | | | |
| 50th local percentile | 73.0 | 74.3 | | | | |
| 25th local percentile | 63.3 | 63.5 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __MATH_ Grade__5 Test__TERRA NOVA_____
Edition/Publication Year_2nd /1997_ Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 67.7 | 70.8 | | 74.4 | 67.3 | 69.8 |
| | | | | | | |
| Number of students tested and data included | 40 | 36 | | 35 | 30 | 16 |
| Percent of total students tested & data included | 91 | 95 | | 95 | 83 | 94 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 75.0 | 84.0 | Data not available | | | |
| 50th local percentile | 67.3 | 74.0 | | | | |
| 25th local percentile | 56.7 | 58.0 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __READING_ Grade__4 Test__TERRA NOVA_____
Edition/Publication Year_2nd/1997_ Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 73.6 | 73.3 | | 73.0 | 73.4 | 69.6 |
| | | | | | | |
| Number of students tested and data included | 31 | 39 | | 29 | 37 | 25 |
| Percent of total students tested & data included | 80 | 91 | | 94 | 90 | 69 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are so small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 86.2 | 87.8 | Data not available | | | |
| 50th local percentile | 74.7 | 71.6 | | | | |
| 25th local percentile | 60.3 | 61.9 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __ MATH _ Grade__4 Test__TERRA NOVA_____
Edition/Publication Year_2nd /1997 Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 73.2 | 71.5 | | 75.6 | 74.6 | 64.5 |
| | | | | | | |
| Number of students tested and data included | 31 | 39 | | 29 | 37 | 25 |
| Percent of total students tested & data included | 80 | 91 | | 94 | 90 | 69 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are so small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 82.8 | 78.4 | Data not available | | | |
| 50th local percentile | 73.0 | 70.0 | | | | |
| 25th local percentile | 62.4 | 64.0 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __READING_ Grade__3 Test__TERRA NOVA_____
Edition/Publication Year_2nd_/1997 Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 67.0 | 67.7 | | 76.0 | 73.2 | 74.7 |
| | | | | | | |
| Number of students tested and data included | 34 | 37 | | 37 | 30 | 35 |
| Percent of total students tested & data included | 94 | 86 | | 93 | 86 | 85 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are so small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 75.5 | 76.4 | Data not available | | | |
| 50th local percentile | 66.5 | 69.0 | | | | |
| 25th local percentile | 60.0 | 55.8 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction

Subject __ MATH_ Grade__3 Test__TERRA NOVA_____
Edition/Publication Year_2nd/1997_ Publisher___CTB McGRAW HILL_____
Scores are reported here as (check one): NCEs_X_ Scaled scores ____ Percentiles____

| | 2003-2004 | 2002-2003 | * | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|---|
| Testing month | March | March | | March | March | March |
| **SCHOOL SCORES** | | | | | | |
| Mean Normal Curve Equivalent | 71.5 | 70.1 | | 77.1 | 77.6 | 74.5 |
| | | | | | | |
| Number of students tested and data included | 34 | 37 | | 37 | 30 | 35 |
| Percent of total students tested & data included | 94 | 86 | | 93 | 86 | 85 |
| Number of students alternatively assessed | All students are tested; however, scores from classified students are omitted from the statistics. Because the numbers are so small, data are not presented for this group. | | | | | |
| Percent of students alternatively assessed | | | | | | |
| Mean Normal Curve Equivalent | | | | | | |
| 75th local percentile | 82.0 | 77.3 | Data not available | | | |
| 50th local percentile | 72.3 | 70.1 | | | | |
| 25th local percentile | 59.3 | 60.8 | | | | |

* Results from 2001-2002 were destroyed in a flood that occurred during construction